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ing and standardizing tests. The preparation, validation, and organization of test material are given a careful discussion, following which the problem of scaling the test is treated in great detail.

Part III is taken up entirely by a presentation of tabular, graphic, and statistical methods. The chapter on "Graphic Methods" is particularly good in that it sets forth and illustrates the generally accepted principles of graphic presentation.

As a whole, the book is an excellent piece of work, being without question the outstanding treatment of measurement in education. It will serve, not only as a text for advanced normal-school and college classes in education, but also as a source of guidance for the more intelligent teachers and administrators who are interested in the thorough application of a genuine program of measurements.

G. T. B.

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*Supervised study and assimilative reading.*—Teachers who desire concrete devices for use in improving their pupils' habits in studying and in assimilative reading will secure much practical aid from Professor J. A. Wiley's volume<sup>1</sup> of practice exercises along these lines. The author is thoroughly familiar with the scientific studies of assimilative reading that have been made in recent years and bases his exercises on these. He says,

The suggested practice exercises can be used to advantage in connection with any content subject from the fifth grade on up through high school. Of course the degree of emphasis placed upon each type of exercise will vary as we pass to the higher grades. Many of the exercises may be found helpful for those college students who have not had adequate training in how to study. The exercises are intended for use in connection with content subjects which employ largely the thought-getting type of study. They will also be found to be especially useful in connection with upper grade reading of the assimilative type [p. 3].

This book is constructed on the theory that skilful study involves the use of a great variety of specific study habits, each of which must be built up in conformity with the laws of habit formation. We do not acquire a habit by being told about the procedures involved, but rather by practicing those procedures over and over until they are perfected and reduced to the habit level. Likewise, in learning to study, pupils must first be shown how to use each of the better specific study procedures, and then they must be directed through sufficient practice exercises to habituate these study procedures [p. 5].

Following certain preliminary tests of speed and comprehension in reading, which are to serve for diagnosis and motivation, the text provides specific exercises for each habit of studying or reading that is to be developed. These include exercises for increasing the speed of recognition of words, for rapid thought-getting, for concentration, for outlining, for summarizing and organizing, etc. The mechanical arrangement of the book is excellent, including

<sup>1</sup> J. A. WILEY, *Practice Exercises in Supervised Study and Assimilative Reading*. Cedar Falls, Iowa: J. A. Wiley, Iowa State Teachers' College, 1922. Pp. 112. \$1.00.

black-type headings, outlines of chapters, and references to specific pages in many easily obtained books on reading and studying. The volume should prove useful not only to practical teachers but also to all who are interested in the general problem of analyzing the complex techniques involved in skilful silent reading and studying.

S. C. PARKER

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*New textbook in play activities.*—In dealing with the play activities of children educators may attempt either to adjust children to the existing environment with whatever play opportunities it offers or to create a different “planned environment” which will be more stimulating to those play tendencies which are desirable. This second method of attacking the problem is developed and supported with many concrete illustrations in a recent book<sup>1</sup> by Alice Corbin Sies.

The nature of the author’s purpose is aptly stated by Dr. George E. Johnson in a paragraph in the Preface:

She planned an environment adapted to stimulate the play tendencies of children toward right responses. The original nature of children is conceived by the author not as antagonistic to but as favorable for the development of those qualities, physical, mental, and moral, which we desire for mankind generally. Human nature as exhibited in children has nothing that is not available for the good life, if only the sequence of conduct be started in the right direction—it has no quality we can afford entirely to lose. But it is in the wisely planned environment alone that human nature and the good life are wholly consistent [p. vii].

The content of the book is presented in four main divisions. In Part I the author lays the foundation for the following chapters by attempting to discriminate clearly between play and work experiences. She rejects the proposal that play can be explained as the result of any single instinct, such as hunting or fighting, and maintains that many kinds of instinctive tendencies are involved. She finds the distinction between work and play not in the origin or result but in the movement of the activity itself.

When the activity as a whole is smooth-running and is not interrupted by breaks essential for progress, we have an activity that is essentially playful. On the other hand when the activity as a whole is frequently impeded by checks representing problems to be bridged over we have an activity that is essentially work [p. 23].

Part II is devoted to a description and explanation of dramatic plays. A number of different kinds of dramatic plays are discussed in considerable detail, with a wealth of illustrative examples selected from actual play experiences.

Part III is concerned with “Movement Plays of Children.” After a thoughtful discussion of the significance of motor activities the author presents a number of chapters which deal specifically with the various kinds of plays

<sup>1</sup> ALICE CORBIN SIES, *Spontaneous and Supervised Play in Childhood*. New York: Macmillan Co., 1922. Pp. xii+442.